

Master's of School Administration Performance Report

**North Carolina State University
2015-2016**

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was re-instituted by the North Carolina state legislature in October 1998. The program has graduated 819 students in the ensuing sixteen years. Graduates of the program are currently school administrators in public schools throughout North Carolina, most as assistant principals and principals, with some in central offices as assistant superintendents and program directors. The MSA program has approximately 84 students currently enrolled. All students complete the program in two years. Forty-two students are participating in the program as extension/distance education cohort members. Cohorts are located in Wake County (main campus), Person County, and Rocky Mount. These cohorts draw students from Wake, Durham, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash-Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, Northampton, Alamance, Rockingham, and Sampson, Washington, Martin, Bertie, and Hertford Counties.

This program is designed to address the standards presented by relevant accrediting bodies and the mission of the Educational Leadership and Policy Studies faculty. Program objectives are aligned with the standards of the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Standards for School Executives (NCSSE), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Educational Leadership Constituent Council Standards (ELCCS), and the principles of the NC State Professional Education Conceptual Framework (LEAD/SERVE). Graduates of the program are prepared to assume positions of effective leadership in schools and school districts. The program is designed to improve the quality of K-12 schools by preparing leaders who have the knowledge and skills to achieve educational excellence and equity. Graduates are expected to use leadership strategies to improve student performance in environments that are dynamic, interactive, and culturally diverse.

The Master of School Administration program consists of 42 semester credit hours, 18 semester hours of which are dedicated to a building level internship that spans the entire 2-year program. Students learn about leadership theory and how to apply the theory in the classroom and then immediately apply this practice to the field. Courses require students to produce artifacts that allow them to engage in the application of leadership theory and present evidence of those skills. Interns visit the NC State campus for seminars in the second year of their clinical experience. They are provided opportunities to apply principles, knowledge, skills, and practices acquired during formal coursework under the mentorship and supervision of successful, credentialed public school administrators and the program's University faculty who visit the interns on site on a regular basis. In offering this program to students from over 20 counties, assistance was provided by highly qualified adjunct faculty. We have a number of current practitioners who teach for us representing more than six counties.

Special Features of the Master's of School Administration Program

The Master of School Administration (MSA) program combines rigorous academic coursework, extensive practicum opportunities, and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The two-year embedded and contiguous internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students visit the University campus on a monthly basis to participate in collaborative seminars with practicing administrators and superintendents. NC Principal Fellows, as fulltime students follow a modified program completing all course work the first year and serving as fulltime administrative interns in year two. There are currently 13 NC Principal Fellows enrolled in the MSA Program, the largest group ever.

Two clinical faculty members serve as teaching assistant professors. Dr. Lynn Williams is a veteran Wake County principal and Dr. Greg Hicks is a former Assistant Superintendent for Human Resources in Orange County. Dr. Hicks oversees the doctoral internship, which helps school principals in their training to become district-level administrators. Both Drs. Williams and Hicks also supervise master's interns – teachers seeking to become principals. Their vast professional experience enables them to provide our students with direct, “real life” experiences both in and out of the classroom. Several other events provided an enriched educational experience and are specified on the SEC table at the end of this report.

In addition to the traditional program, a planning grant from The Bill and Melinda Gates Foundation and NC's Department of Public Instruction supported the development of the Northeast Leadership Academy (NELA). NELA became the pilot leadership preparation program for North Carolina's proposal for the U.S. Department of Education's Race to the Top (RttT) program. In 2010, North Carolina was awarded RttT and NELA received new funding to prepare aspiring rural school leaders. Three cohorts of rigorously selected students (62 students total as of May 2014) have gone through a rural-specific preparation program and made a three-year, post-degree commitment to work in high-need, rural districts in northeastern North Carolina, thus, reducing leadership turnover.

Directed by Dr. Bonnie Fusarelli, the program offers a supercharged set of integrated learning experiences, including high quality specialized trainings, team building retreats, visits with key state and national policymakers, field-based experiences into coursework, visitations to high performing schools across the state and nation, community-based summer internship focused on building school-community connections, paid year-long internship with rotational instructional rounds, and principal mentors and executive leadership coaches (all veteran school leaders) who offer on-going training and support throughout the program.

NELA graduated its first cohort of students in May 2012. As an indicator of the excellence of candidates' preparation to become school administrators, 90% of graduates in the second NELA cohort who graduated May 2013 secured school leadership positions. The third cohort of students graduated in May 2014 and 17 secured leadership positions. In fact, one Cohort III graduate directly assumed a principalship. In total, as of June 30, 2015, NELA has placed 13 principals, 32 assistant principals, three central office administrators, and six other school leaders.

Based on the successes of NELA, Bonnie Fusarelli was awarded a \$4.7 million US Department of Education School Leadership Program grant for NELA 2.0: Developing and Sustaining Effective Leaders for High-Need Rural Schools and a \$2 million US Department of Education Turnaround School Leaders Program grant for NELA District and School Transformation's (DST) Pipeline for Developing, Incentivizing, and Sustaining Effective Turnaround Leaders for Rural High-Need Schools. This funding will be used to continue this critical work in northeastern NC. In addition to the aspiring leaders MSA program (for which 16 Fellows are in Cohort 4 and 15 in Cohort 5), NELA 2.0 also has a Principal Academy that provides professional development for current principals through a week-long summer intensive training that focuses on instructional leadership in a digital learning environment and includes executive coaching for a year to help the principals apply their learning at their school sites. Twenty principals will participate in the Principal Academy each year. The NELA DST grant also has opportunities for current principals in three of the NELA districts such as SIG Principal Educational Awards, SIG Principal Performance Educational Awards, Differentiated Professional Development, and SIG Principal Job Placement Educational Awards.

Direct and Ongoing Involvement with and Service to Public Schools

In addition to the internship visits, the MSA program faculty members are involved in efforts with schools to improve teaching and learning activities. The faculty has established strong relationships through personal visits with area superintendents and administrators.

Support for Beginning Administrators

New administrators frequently visit the University campus and participate in regularly scheduled seminars and as guest speakers. These seminars provide a setting for discussing and sharing relevant and useful information. An electronic database is in operation allowing the University faculty to remain in contact with new administrators and to continue in dialogue. Through this connection, new administrators are able to broaden their awareness of new developments and learn about recent developments in school leadership.

Questionnaires and surveys are presented to recent graduates of the Master of School Administration program to obtain feedback and to identify areas in need of improvement so that coursework and experiences are relevant and directly applicable. All

NC State graduates who serve in administrative positions for at least one year receive a survey for the purpose of evaluating the effectiveness of our MSA program. As part of the survey they are asked about needs for on-going support from the institution. NELA provides post-degree coaching for graduates in their first years of leadership. NELA also surveys all graduates each year to obtain feedback so the NELA program can be constantly improved.

Support for Career Administrators

We employ a number of adjunct faculty each term who are graduates of our program. This allows them the opportunity to continue their own learning and participate as faculty. Communication is maintained through periodic mailings and electronic connections.

NELA provides multiple opportunities for recent graduates. Graduates have attended conferences, workshops, and professional development opportunities that the RttT grant paid as part of their post-degree support. Some principals have attended the NELA 2.0 Principal Academy and have received educational payments from the NELA DST grant. All leaders receive executive coaching after graduation.

Other Service to Schools

Dr. Lynn Williams has a collaborative agreement between NCSU and Central Carolina Regional Educational Service Alliance, (CCRESA) to teach the Vital Smarts courses. NCSU and CCRESA hold her licenses as a certified trainer. She has taught Crucial Conversations, Influencer, and Crucial Accountability to Central Carolina Regional Educational Service Alliance **which** serves 19 school systems (Chapel Hill Carrboro City Schools, Durham County, Edgecombe County, Franklin County, Granville County, Greene County, Halifax County, Johnston County, Nash-Rocky Mount Public Schools, Orange County, Person County, Pitt County, Roanoke Rapids, Vance County, Warren County, and Wake County Weldon City Schools, Wilson County, Educational Services for the Deaf & Blind, North Carolina School for Math & Science).

**NC State University
School Administration Program
Formal Collaborations with Public Schools in North Carolina**

LEAs with whom we have formal collaborative plans focused on school administration	Priorities identified in collaboration with the LEAs / Schools and rationale	Activities and/or Programs implemented to address the identified priorities	Number of Participants	Start and ending dates	Summary of the outcome of the activities and/or programs
<u>Districts</u> Wake, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash-Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, North Northampton, Alamance, Rockingham, and Sampson Counties	Leadership training and developing leadership strategies; transition into a principal position	MSA programs offered on site in districts. Speakers included former principals and NCSU MSA graduates.	<u>Current Participants by Cohort:</u> Northwest = 11 NELA=31 Campus = 42 Total = 84 *Cohorts involve multiple county and city districts	On-going Each cohort in a two-year program	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also learned about the challenges to transitioning into a leadership position. Several recent graduates accepted positions as assistant principals.

<u>Districts</u> Halifax, Weldon City, Warren, Roanoke Rapids, Northampton, Bertie, Hertford, Edgecombe, Franklin, Granville, Martin, Nash- Rocky Mount, Vance, and Washington	Leadership training and developing leadership strategies	Northeast Leadership Academy (NELA) was started.	<u>31 Current</u> <u>Participants;</u> <u>62 recent</u> <u>graduates</u> *Cohorts involve multiple county and city districts	Sept 2010- present	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also learned about the challenges to transitioning into a leadership position. The NELA program is part of the state RttT grant and prepares leaders specifically to serve in high-need, rural, minority, and impoverished districts.
---	--	---	--	--------------------------	--

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.¹

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	23
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	45
	Other	1	Other	3
	Total	19	Total	74
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

¹ Please note that the MSA program at NCSU does not offer licensure-only. All MSA students are full-time, degree-seeking.

B. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	N/A
MEAN MAT New Rubric	396.02
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	303.33
MEAN GRE Traditional	1,023.85
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.00
NUMBER EMPLOYED IN NC SCHOOLS	82
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only²	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
School Administration	9			
Comment or Explanation:				

² See footnote 1.

D. Time from admission into School Administration program until program completion.³

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						

³ Please note that the MSA program is a two year program. Students are expected to complete the degree program during this time period.